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ABSTRACT

A wide variety of elementary activities focus on developing positive attitudes toward, and an understanding of, the world of work. Examples of activities include examining individual similarities and differences, completing a family tree, exploring career roles and options, and learning job-related vocabulary. This document is one of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (LP)

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CAREER AWARENESS

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AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Career Awareness: World of Work

Author(s): Maralyn Curl

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AEA 7 Teacher Center
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Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

WORLD OF WORK

OBJECTIVE:

To develop positive attitudes toward, and an understanding of, the World of Work.

CONCEPT:

To develop awareness of individual differences.

ACTIVITY:

"Peanuts"

MATERIALS NEEDED:

Peanuts in shell per student (15 minutes)

PROCEDURE:

Give each student a peanut and ask them to get "acquainted" with it. After a minute, have students place peanut on a table. Re-arrange them and have students try to locate their peanut. Discuss ways peanuts are alike and different, and have students then make an individual list of ways they might be alike and different in comparison to others.

FILM:

1226 People Are Alike and Different (15 minutes)

ACTIVITY:

"Differences"

MATERIALS NEEDED:

List from previous activity

PROCEDURE:

Have students pair up with someone they know well and go over their lists of individual differences, getting feedback from partner regarding other characteristics that perhaps should be considered. Emphasize the importance of having differences in individuals in order to have a well-working society, etc.

POEM - Different (on bottom of page)

ACTIVITY:

"Me and My Future"

MATERIALS NEEDED:

TAD Kit. 58-63 and 64-69, paper, pencils. Students write about themselves, goals, dreams, hopes and plans for the future.

PROCEDURE:

Display the picture sequences and encourage students to think about their future. (This could be done without a TAD Kit.)

DIFFERENT

If no two snowflakes look the same...
If every star gets a special name...
If puppies all wag different tails
If fish can't wear each others scales
Why then, of course it must be true
That there can only be one YOU!
And if we meet, I'm sure you'll see
That I'm the one and only ME!

--Irma M. Joyce

CONCEPT:

To develop awareness of the "Responsible Self"

FILM:

Going to School is Your Job. (15 minutes)

DISCUSS AND LIST SUGGESTIONS ON BOARD:

1. Why do we have schools?
2. Why is school important to people?
3. What do we expect to gain from attending school?
4. How can schools help prepare people for work?

Formulate generalizations relative to how school prepares us for the world of work. Discuss how academic subjects help the child at the present age or grade level. (Counting change, reading road maps, cereal descriptions, store signs, etc.)

MATERIAL NEEDED:

Worksheet - Keep on Learning

ACTIVITY:

Succeeding in School?

PROCEDURE:

Have students answer "yes" or "no" to questions on their paper and discuss Citizenship and School Spirit.

ACTIVITY:

Staple Personal Record of My Jobs in back of folder. Keep track of time spent on jobs for a week.

ALTERNATE ACTIVITY:

PROCEDURE:

Play "Who Am I?" In 10 minutes or so have the students write as many things as they can about themselves in their role as a student. At the end of the time, the teacher reads them, and the class members try to guess the individual person.

Take Home Parent Interview sheet and Job Tree - Bring back to school for the next day.

KEEP ON LEARNING

Answer these questions about what you've learned and what you want to learn about in the future.

1. What new thing did you learn today? _____

   Who taught it to you? _____

2. What did you learn more about today? _____

   Who taught it to you? _____

3. What question would you like to have answered? _____

   _____

   Where or what person can you go to for an answer to your question? _____

4. What new skill would you like to learn in the next month?

   _____

   Who can teach you that skill? _____

5. What would you like to learn next year? _____

   Where can you learn it? _____

   Who can teach it to you? _____

6. What did you teach somebody about today?

   _____

   What can you teach somebody about tomorrow? _____

   _____

SUCCEEDING IN SCHOOL?

ANSWER "YES" OR "NO".

CITIZENSHIP

1. Do you treat someone who wears old and torn clothes the same way you treat someone who comes from a wealthier family?

2. Do you treat students who get good grades the same as you treat students who have a difficult time with school work?

3. Are you particular about serving on committees with students you feel aren't as good as you are?

4. Do you pick on students because of nationality or church preference?

5. Do you laught at or make fun of others who do not have good manners?

6. Do you ridicule anyone's looks or physical appearance?

7. Do you treat all persons in your classes equally?

SCHOOL SPIRIT

1. Do you show loyalty to and take pride in your school?

2. Do you realize that school spirit is made up of the attitudes of each and every student?

3. Is school spirit in your school good?

4. Do you belong to any clubs or organizations in your school?

5. Do you participate in school activities and functions either as a spectator or actual participant?

6. Do you feel your own school spirit is important to your success in school?

WORLD OF WORK

This questionnaire is to go home. It should be run back-to-back with the Family Job Tree, as it is more likely to be returned.

We are starting a study of the careers in our world of work. Would you help us by filling out the questionnaire below?

What is your occupation: _____

What duties do you perform in the job? _____

_____

What training is needed? _____

_____

Is there a large demand for this job? _____

Have you worked at any other jobs? If so, will you state them here? _____

Do you work alone or with others? _____

What school courses helped you prepare for this job? _____

_____

Are there any special physical characteristics needed? _____

_____

Do you like your work? _____

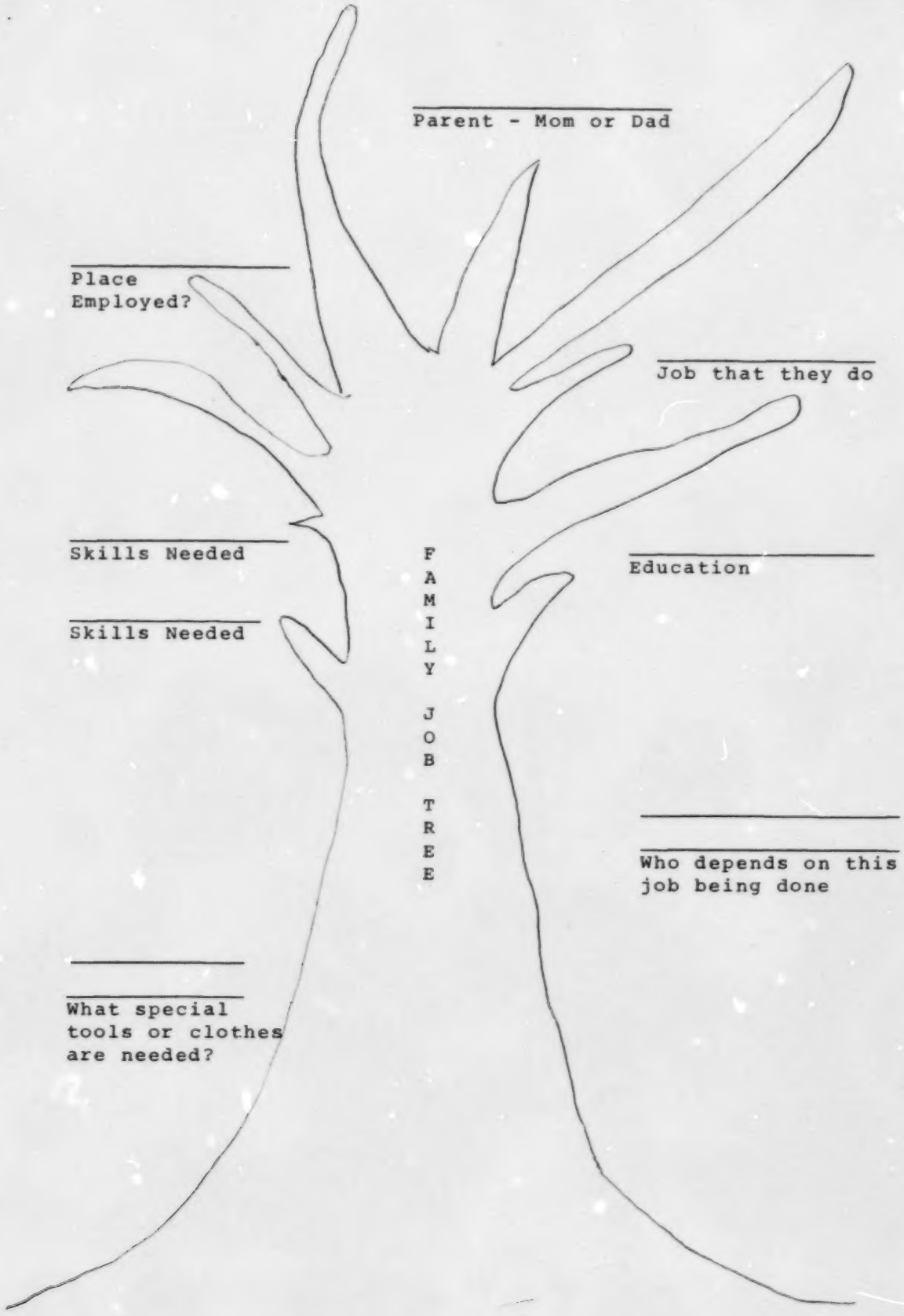
What would you like to improve about your work? _____

_____

Are you satisfied with the salary? _____

Do you recommend this type of work? _____

Thank you so much for taking time to help us in our unit, "The World of Work".


Parent - Mom or Dad
Place Employed?
Job that they do
Skills Needed
Education
Skills Needed
FAMILY JOB TREE
Who depends on this job being done
What special tools or clothes are needed?

PERSONAL RECORD OF MY JOBS

It is important to know and understand the value and responsibilities of working on a job.

Check the jobs you do and time spent on job.

	Mon.	Time Spent	Tues.	Time Spent	Wed.	Time Spent	Thurs.	Time Spent	Fri.	Time Spent	Sat.	Time Spent
Babysitting												
Washing dishes												
Delivering Newspapers												
Shining Shoes												
Running errands												
Mowing lawns												
Carrying out trash												
Straightening the house												
Washing the car												
Making the bed												
Cleaning my room												
Watering the flowers												
Taking care of pets												
Preparing food												

FILM:

World of Work, 70001

ACTIVITY:

What is "Work"

PROCEDURE:

Have each student write what they think "work" means. Read definitions and record on board all positive feelings about "work" and all negative feelings.

Ask students to go back to their earlier list of 10 liked/disliked activities. Have them check those they consider "work".

Do blackboard summary with class. How many "work" activities in like lists? How many in dislike lists?

Discuss the different ways we feel about and look at "work". How do we develop our good and bad feelings about "work".

ASSIGNMENT:

Have students ask parents or friends to give them 5 words they would use to describe "work".

ACTIVITY:

Summarize on the blackboard all words collected by students. Ask students to review their original definitions of "work" and make any changes they feel appropriate.

ACTIVITY:

Pie of Life - Go over job charts kept during week and fill in Pie of Life. How they spend day. (Graph of 24 hours)

ACTIVITY:

Family Job Tree

PROCEDURE:

From student lists and Family Job Tree identify occupations where people perform some task to earn money. Summarize with students what they now say about "work".

ACTIVITY:

Worksheet, "What Would You Like to Be?" Answer "yes" or "no" to the 15 questions.

These 2 assignment sheets I put in a packet of Learning Center ideas.

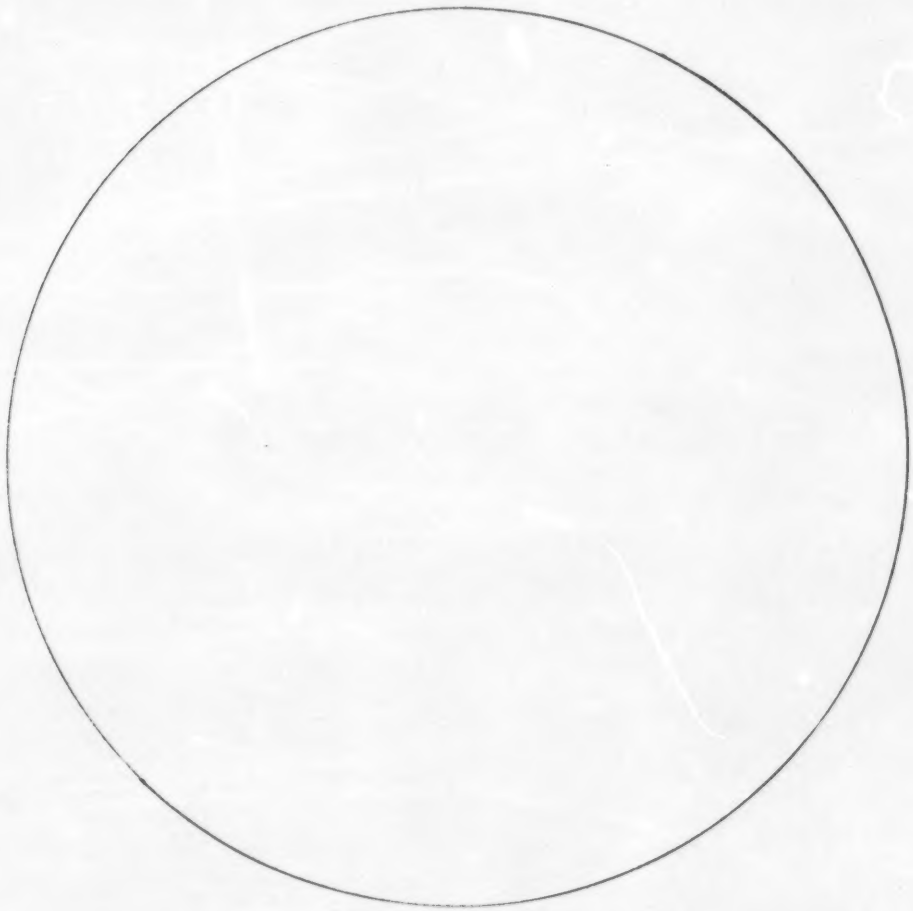
PIE OF LIFE

24 hours in a day; how many hours do you spend?

1. On sleep?
2. On school?
3. With friends, socializing, playing sports, etc.?
4. On homework?
5. Alone, playing, reading, watching TV?
6. On chores around the house?
7. With family, including meal times?
8. On miscellaneous other pastimes?
9. At work, at a job, that earns you money?

Your estimates should add up to 24 hours.

Draw slices in your pie to represent approximate time you spend in each area.



WHAT WOULD YOU LIKE TO BE?

Yes No 1. You have to know what you are good at, and what you are poor at, before you can know what you want to be when you grow up.

Yes No 2. Ask other boys and girls what they are going to be, but you make up your own mind.

Yes No 3. You shouldn't make up your mind on what you are going to be when you grow up until you have thought about it for a long time.

Yes No 4. Once you know what you are going to be, you can't change your mind and be something else.

Yes No 5. To know what you are going to be when you grow up, you have to know a lot about what kind of a boy or girl you are now.

Yes No 6. It is better to be something that you are good at, than to be something that you like.

Yes No 7. Your parents probably know better than anybody what you should be when you grow up.

Yes No 8. It isn't important to know what you are going to be when you grow up because so much happens before then.

Yes No 9. Sometimes you can't get into the work you want to do.

Yes No 10. Going to work is much like coming to school.

Yes No 11. Mostly you just happen to end up doing whatever you do - you don't plan it ahead of time.

Yes No 12. You don't need to know what you'd like to do when you grow up, since you won't be able to pick what you do when you grow up anyway.

Yes No 13. I have always known what I wanted to be when I grow up, and I still do.

Yes No 14. When I grow up I want to work where you get a lot of money.

Yes No 15. I know what kind of work I want to do, but I don't know how to do it.

1. What do you think you are interested in at the present time as far as future work is concerned?

2. Why do think you would do well at your choice?

ACTIVITY:

Talking about Careers

PROCEDURE:

Go over Career Wheels. Give students the worksheet "Career Wheels". They should select one job they are interested in and make a speciality wheel.

ACTIVITY:

Job Families

PROCEDURE:

Have students fill out job family for their favorite cluster. Follow directions for filling out.

ACTIVITY:

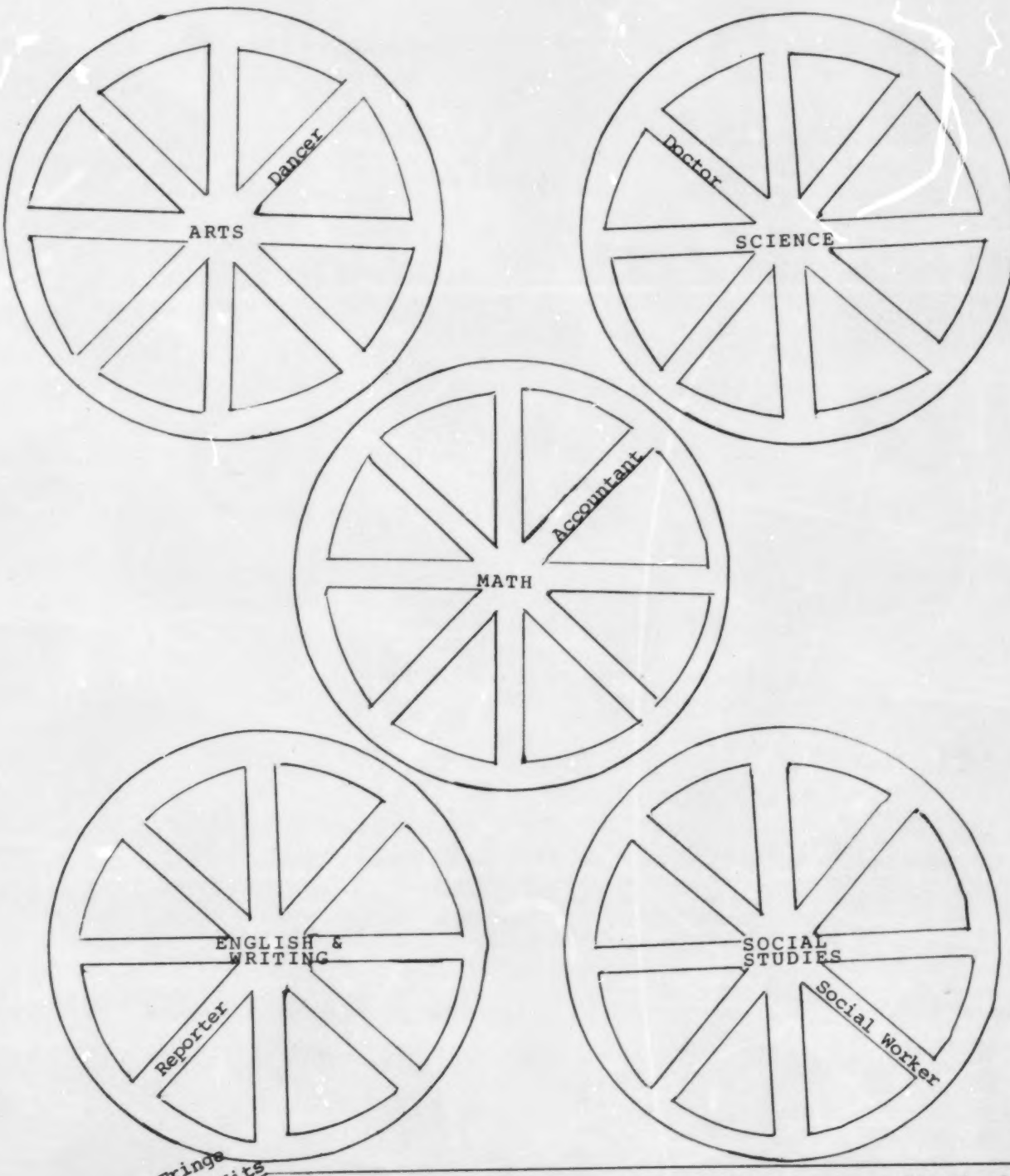
Changing Signals

PROCEDURE:

Fill out sheet for work characteristics for different jobs.
Fill out sheet for application.

CAREER WHEELS

The skills you are learning in school are related to success in many occupations. Complete these career wheels by writing the jobs on the spokes of the wheels associated with the subjects on wheel hubs. Note: An example for each has been given.



Select one job you are interested in and make a specialty wheel.

Name _____

Job Family Squares for _____ Cluster _____

INSTRUCTIONS:

Put the names of the five job families for this cluster in the blanks in the left-hand column. Fill in the blank squares with specific occupations in that job family. The occupations must begin with letter heading each column. Use the "yellow pages" in your telephone directory for ideas.

Job Families	C	A	R	E	E	R

CHANGING SIGNALS

WORK CHARACTERISTICS

Do you think that people with certain physical characteristics or skills are best for particular jobs? Listed below are some occupations. Write what characteristics or skills you think are needed for each. For example: Good sight, steady hands, strong hands, good reader.

Telephone operator _____

Doctor _____

Artist _____

Carpenter _____

Fireman _____

Teacher _____

After checking these characteristics with the ideas of others in the class, write how you think the characteristics needed for the job have changed in the last 100 years.

Telephone operator _____ Which one has changed the most?

Artist _____ _____

Carpenter _____ The least? _____

Fireman _____ _____

Teacher _____ _____

CAREER AWARENESS

To help develop an awareness of career opportunities, consider the kind of job you want and how you might fill out an application such as the following:

Name _____ Age _____

Home Address _____

City _____ State _____

Kind of work you want: _____

_____

Full time _____ Part time _____ Evenings only _____

What salary per week do you want? _____

School: _____

List hobbies and school activities: _____

_____

Other jobs you have held: _____

_____

What experience have you had that might help you in the job you have chosen? _____

_____

Do you enjoy working with other people? _____ alone? _____

Would you like to work in an office?_____ or out of doors?_____

Why do you want this job? _____

_____

CULMINATION

The culmination could be one of several choices: A hat and dress-up day, a Career Day with speakers, people to meet and answer questions in the individual clusters, a walk to a business district and interview, or a visit to several businesses. Their reports, booklets, and projects should be due. We found it fun to play "What's My Line?", which is similar to 20 Questions.

If it is possible, this is a great way to draw from parents and people in the community. Have students sign up for the subject area which interests them the most, perhaps 3 choices, and secure people from those most popular. Set up displays and areas in a gym or multi-purpose room. Then students could visit with and ask questions about education, training, pay, requirements, hours, etc.

RULES FOR "WHAT'S MY LINE?"

FOR CONTESTANT:

1. Choose an occupation.
2. Give to the panel moderator a brief, written description of what kind of work a person in this occupation would do, working conditions, possible location of job, and education and/or training required.
3. You may answer panel's questions only with a "yes", "no", "maybe", or "I don't know". If you have a question as to the correct answer to give to the panel, you may converse with the panel moderator.
4. You must tell the truth.

FOR PANEL:

1. Take turns asking questions of the contestant which require only a "yes" or "no" answer.
2. The entire panel may only ask a total of 20 questions.
3. You are attempting either to discover the title of the job or to briefly describe the type of work being done.
4. If you cannot think of an appropriate question, you may pass and give your turn to the next panel member.
5. It may help the panel discover the occupation if they will begin asking broad questions and then become more specific. For example:

"Do you work more indoors than outdoors?	"Yes"
"Do you work only indoors?"	"Yes"
"Would your work be done more in the city than the country?"	"Yes"
"Is your work very creative?"	"No"
"Would you earn less than $10,000 a year, starting salary?"	"Yes"
"Does your work require a college education?"	"Yes"
"Do you work in the clerical field?"	"No"
"Medical field?"	"Yes"
"A nurse?"	"Yes"

FOR PANEL MODERATOR

1. You are to see that appropriate questions are asked and correct answers are given.
2. You are to keep track of the number of questions which have been asked. Only 20 may be asked.
3. If the panel guesses the occupation, the panel receives 10 points. If they are unable to guess, the contestant receives 10 points.
4. If the panel can also identify the job family and/or cluster, they receive five additional points. If they are unable to identify either, the contestant receives five points. (Award a two point bonus to the panel if they get both.)
5. Keep track of the points given to each person. (Each person on the panel will receive 10 points if the panel guesses the occupation and five for job family/cluster.
6. Do not allow the panel to take too much time trying to think of questions.

SUGGESTIONS FOR LEARNING STATIONS/AND/OR LEARNING CENTERS

1. Bulletin board display - on large pieces of construction paper sketch a safe or treasure chest. Place this on a bulletin board. Tell the students to fill the chest with things they care a lot about (Ideas, feelings, words, beings, or objects).

2. Have a central figure on a bulletin board. Allow a given number of students to be responsible for dressing it for a specific career. Display items used in that job and tell of its good and bad points.

3. Research: Choose a career you think is important and research how and when it got its start and how the job has developed and changed.

4. Make a dictionary of all the careers and occupations you can think of. Have your classmates contribute to your dictionary. Don't forget: Job title, pronunciation, brief description, some illustrations.

5. Ask 10 or more classmates where their parents work and what they do. Keep a record of your data and then classify the workers into two groups: (1) producers of goods or (2) producers of services.

6. Choose a famous American (such as Mark Twain) and research the different jobs that person held besides what they were famous for.

Take one sheet at a time from the envelopes. Color the appropriate block as you complete each sheet. Good luck!

Note to Teacher: Place each sheet of the packet in a manilla envelope and stand in a box. Students keep this in their folder.

CAREER ABC'S

Write your own dictionary of careers. Identify interesting careers that begin with letters of the alphabet and describe them.

Aa _____ Nn _____

Bb _____ Oo _____

Cc _____ Pp _____

Dd _____ Qq _____

Ee _____ Rr _____

Ff _____ Ss _____

Gg _____ Tt _____

Hh _____ Uu _____

Ii _____ Vv _____

Jj _____ Ww _____

Kk _____ Xx _____

Ll _____ Yy _____

Mm _____ Zz _____

An Occupational Dictionary

Below are words which often appear in help-wanted ads. Using your dictionary, match each word with a definition.

Applicant	Money made by salesman on goods or services sold by him
Experience	Asking for the job
Retail	Working the full forty hours per week
Advancement	Money paid for work done
Salary	Exact times of work
Benefits	Advantages of the job
Fringe benefits	Person doing the hiring
Apply	Chance to get ahead in a job
References	Business or company department concerned with hiring and record keeping of the workers
Graduate	Selling directly to the consumer
Incentives	Reasons to want the job
Personnel	Previous work experience (or previous jobs held)
Employer	Person who has completed a course of study
Hours	Person asking for the job
Part-time	Sources (or letters) which confirm worker's previous experiences
Full-time	"Extra" benefits of the job
Commission	Working less than forty hours per week

Use the "Help Wanted" ads in the newspaper and find two words or terms of which you are unsure of the meaning. Write the words and their definitions in your notebook. Compare your words with those found by a friend.

RIDDLING CAREERS

Read the riddles and write the occupation which answers each riddle in the space provided.

I use colors of reds, greens, and blues, and make your house the color you choose. Who am I?

My razor and scissors I use with care. You come to me to cut your hair. Who am I?

I make cookies, cakes and breads. You come to me when you want to be fed. Who am I?

By holding up my hand, I can show when the traffic should stop and go. Who am I?

I sing and dance until my job is done. The purpose of my career is for you to have fun. Who am I?

I fill the tank with gasoline in the job I do. I put air in the tires, and check the battery, too. Who am I?

I use paper, books and chalk to show what every boy and girl should know. Who am I?

I work with wires and current to brighten your night. My skills allow you to flip the switch and turn on the light. Who am I?

I teach how to throw the ball, and when you tumble, how not to fall. Who am I?

Work with a friend. Make up three occupation riddles. Give them to classmates to answer.

EASY WORKERS FIND

Can you find the workers in this puzzle? Circle each one as you do.

p a r e n t b o x e r d e t e c t i v e
u c l e r g y m a n d i e t i c i a n d
b c c d r a f t s m a n b u t l e r u f
l o o a r c h i t e c t c h e m i s t y
i u u v u a c a r p e n t e r t h e i o
o n r i e n g e o l o g i s t t h e r o
s t i d a d o c t o r n u r s e n d e n
e a c e n s o r l a w y e r b r o k e r
r n r s o u p r i e s t p i l o t h e m
v t o i u c a r b a r b e r a u t h o r
a m u g n m a i l m a n m e c h a n i c
n u s n t r u c k d r i v e r u n t s e
t e t e a b b r i c k m a s o n p o e t
c i o r i o p s y c h o l o g i s t a a
l c d u l n z o o l o g i s t o w n c i
s i i n o o p o d i a t r i s t e h l a
r a a t r u m a c h i n i s t t h e o u
k n n t a n a a r t i s t w r i t e r w
m u t s a l e s m a n t e a c h e r r y
f a c t o r y w o r k e r u r o l o g i

KEY:

parent, boxer, detective, clergyman, dietician, draftsman, butler, architect, chemist, carpenter, geologist, hero, doctor, nurse, lawyer, broker, priest, pilot, barber, author, mailman, mechanic, truck driver, brick mason, poet, psychologist, zoologist, podiatrist, artist, writer, teacher, salesman, factory worker, machinist

EUPHAMISMS

Write a common term for each job euphamism listed below:*

1. horticulturist technician (gardner, foreman)
2. sartarial artist (barber)
3. sanitary engineer (garbage collector, janitor)
4. inventory control supervior (stock boy, stock clerk)
5. cullinary artist (cook)
6. mortician (undertaker)
7. lubrication specialist (grease monkey)
8. beautician (hair dresser)
9. luggage manager (bell boy)
10. domestic assistant (servant)
11. law enforcement officer (policeman)
12. news delivery agent (paper boy)
13. canine control warden (dog catcher)
14. communication monitor (switchboard operator)
15. evacuation technician (ditch digger)
16. vertical uplift manager (elevator operator)
17. security guard (night watchman)
18. utensil maintenance manager (dishwasher)
19. aisle manager (floorwalker)
20. table service manager (busboy or girl)

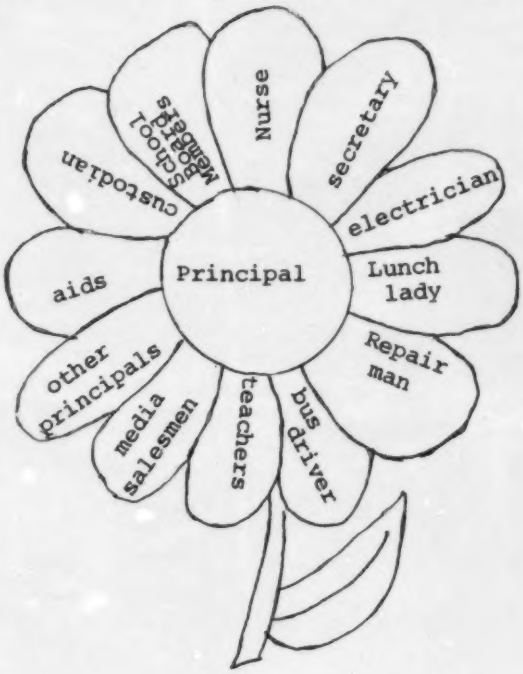
* Answers are given for your convenience.

Make up other euphamistic titles from classified ads in the newspaper.

RESEARCH

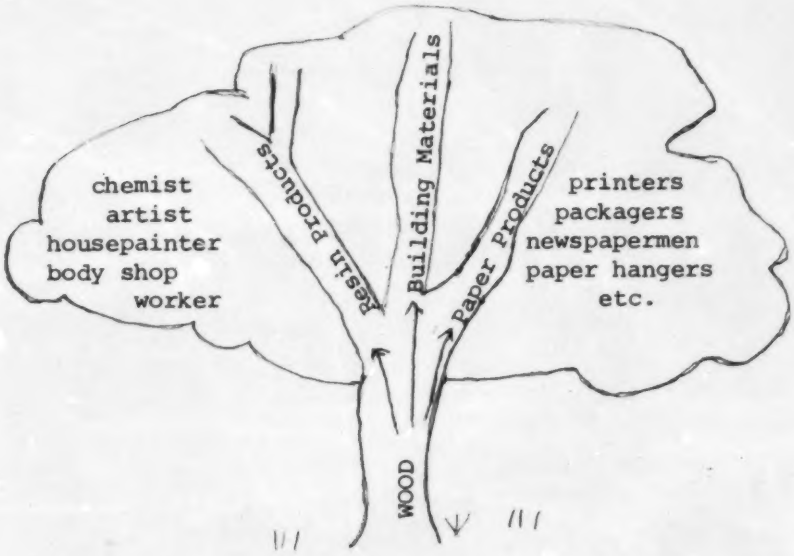
RELATIVELY SPEAKING...

Choose one job as a starting point, then try to find as many jobs as possible that are related to the first one. Make a picture or diagram to illustrate your results.



RAW MATERIALS...

Start with a raw material and research all the uses for it. Then...



Make a diagram to show all the jobs that go with each use.

SCRAMBLED WORDS

UNSCRAMBLE THE FOLLOWING WORDS: *

1. trista
2. yerwal
3. rendiges
4. redcan
5. aslasnem
6. lderwe
7. tendsti
8. kajcreblum
9. rufrire
10. chicanme

UNSCRAMBLE THE OCCUPATION: *

* Answers are on the back of this sheet for the teachers.

1. aprnetorc
2. bebrar
3. alitro
4. cehrtae
5. dlewer
6. cehrtub
7. keeeprkobo
8. senur
9. nmaialm
10. mklinma
11. mrfera
12. eliopanmc
13. lipot
14. kcoo
15. drspisnte

ANSWERS - SCRAMBLED WORDS

PART I:

1. artist
2. lawyer
3. designer
4. dancer
5. salesman
6. welder
7. dentist
8. lumberjack
9. furrier
10. mechanic

PART II:

1. carpenter
2. barber
3. tailor
4. teacher
5. welder
6. butcher
7. bookkeeper
8. nurse
9. mailman
10. milkman
11. farmer
12. policeman
13. pilot
14. cook
15. president